

# Adventure Clubs Pre-school and Before and After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362071
<b>Inspection date</b>	04 June 2008
<b>Inspector</b>	Jennie Lenton
<b>Setting Address</b>	Woodcocks Well C of E Primary School, Woodcock Lane, Mow Cop, Stoke-on-Trent, Staffordshire, ST7 3NQ
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<b>Registered person</b>	Adventure Clubs Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Adventure Clubs Pre-school and Before and After School Club meets at Woodcocks Well County Primary School in Mow Cop, Cheshire. The setting has sole use of a classroom for the pre-school with the school hall available for use by the before and after school club. There is an enclosed outdoor area available for active play. The pre-school is open from 09:00 to 15:00 Monday to Friday during school term-time. Children are able to attend all day or for individual sessions which run from 09:00 to 11:30 and from 12:30 to 15:00. A lunch club is operated between 11:30 and 12:30. Currently there are 18 children on roll for the pre-school, all of whom are funded for nursery education.

The before and after school provision has 37 children on roll. It runs from Monday to Friday during school term-times. Sessions are from 08:00 to 09:00 and from 15:00 to 18:00.

Five members of staff work at the setting. All are qualified to NVQ Level 2 or above. The setting welcomes children with learning difficulties and/or disabilities.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are generally well protected from infection as the setting has most policies and procedures in place. Staff ensure that all surfaces are cleaned before and after use to prevent germs spreading and maintain the setting to an appropriate standard. Sick or infectious children are excluded which also prevents the spread of infection. Any child who becomes ill at the setting is able to rest quietly while they await collection. This helps to maintain the health of all. Children's health is further promoted as they follow sensible personal hygiene routines. Children know that they need to wash their hands after visiting the toilet and before eating. They understand that washing their hands 'gets rid of germs' and that they need to do so to prevent themselves becoming 'poorly'.

Accident records are effectively maintained. All staff fully understand the importance of accurately recording and sharing information with parents. As a result, children generally receive consistency of care. However, the current system for recording medication is not sufficiently robust. Parents give written consent prior to any medicine being administered but other details which show the dosages given and the date of administration are not always recorded. This compromises children's well-being.

Children's nutritional needs are met. Pre-school children enjoy selecting slices of apple and banana at snack time as they sit together companionably. They pour their own drinks, choosing between milk and water. They bring their own lunches from home or choose from a range of cooked meals provided by the school caterers. Children attending the setting before school are provided with toast and cereal while those attending after school are given a light snack. They happily make their own sandwiches, choosing from a filling of jam, chicken slices or cheese spread. The setting collates information regarding special dietary needs and takes account of these. Consequently, children receive food that meets their individual requirements.

Children's physical development is good. They enjoy regular opportunities for active play, accessing the outside area twice daily. They have lots of fun as they balance on wobble boards, walk on stilts and chase each other around the play area. A good range of equipment is available to encourage them to participate. For example, the setting provides tricycles, a mini trampoline and a range of ball games. This variety ensures all children engage in exercise. Children's finer physical skills are also promoted as they have plenty of opportunities to use crayons, paint brushes and scissors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and welcoming environment where risks to them are limited through good safety and security procedures. The exterior doors are all securely locked enabling staff to monitor access at all times. This protects children from inappropriate visitors and from leaving unsupervised. Risk assessments are completed regularly and daily checks are made. All areas are well-maintained. A high level of supervision also further safeguards children. Staff work alongside them at all times. This lessens the likelihood of harm through accidental injury.

Children use a wide range of safe, good quality resources. They are able to independently choose activities as resources are stored in child-friendly boxes. As children play, staff set clear

boundaries for them. This ensures their safety. Older children are included in the setting of rules and are able to explain why rules are important. This encourages them to take some responsibility for their own well-being. Even younger children appreciate the need for rules and respond positively to instruction. For example, children quickly stop running when they are reminded by staff that they might fall. Their understanding of safety is further enhanced as they practise the emergency evacuation procedure. During this process, children learn to respond promptly in order to keep themselves from harm.

Most policies and procedures are in place to promote the health and safety of children. There is a clear policy in the event of a child being uncollected from the setting and a lost child policy is also available. These are clear and concise, ensuring that the welfare of the child remains paramount. There is no operational procedure for outings, however. The setting ensures that parental consents are collated when an outing is planned, but other details such as the use of vehicles and how to risk assess a destination are not covered by a formal policy. Potentially, this compromises children's safety.

The good knowledge of child protection procedures demonstrated by staff helps to ensure children are protected from harm and neglect. A clear policy outlines the correct procedures to follow for recording concerns. Staff have a clear understanding of signs and symptoms that may alert to child abuse. Up-to-date details of the Local Safeguarding Children Board have been obtained so that any concerns can be promptly dealt with.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and happy at the setting. They have warm relationships with each other and with the staff. Children are treated with respect and their contributions to the setting are valued. Their work is displayed around the room and they are encouraged to share their home life with the setting. For example, they talk about their experiences and activities during the weekend. There are plenty of opportunities for children to snuggle up with staff as they read stories or play alongside them. As a result, children are relaxed and comfortable. Older children attending after school are encouraged to express their preferences, selecting games independently, engaging in craft activities or enjoying a game of table tennis. A range of activities are also organised by the staff such as baking, art projects and active games all being regularly on offer. As a result children enjoy attending after a day at school, stating that 'it is good fun'.

All children enjoy a good range of stimulating experiences that encourage their intellectual and creative development. Activities are set out for younger children to engage in. For instance, sand play, painting, 'Small World' play and a themed activity area are all available. Children move freely around the setting to access resources. They initiate their own play as well as participating in adult-led activities. For example, they enjoy playing in the beach tent and in the sand, pretending that they are on their summer holidays. Other children act out working in a travel agents, helping their customers choose and pay for a holiday. Staff encourage all children to be actively engaged and language skills are effectively developed as staff talk to them about their activities. As a result children's social skills are good.

Children learn right from wrong as positive actions are rewarded. They are encouraged to behave well through the successful use of praise and encouragement. For instance, as a child says 'thank you' to another child, staff quickly notice this and praise both children for being kind and using their manners. All children are clear about what behaviour is expected of them as

they receive consistent messages from the staff and lots of positive attention. Consequently, children have good levels of self-esteem.

#### Nursery Education.

The quality of teaching and learning is good. Staff demonstrate a robust understanding of the Foundation Stage. They have a sound knowledge of how children progress through the stepping stones and skilfully encourage learning through spontaneous events as well as planned activities. They work well as a team devising and delivering interesting topics that effectively address all areas of learning. In particular, communication, language, literacy and knowledge and understanding of the world are extremely well-promoted.

The system for assessment is sufficient and children make good progress. All staff make quality observations which are then recorded in the children's individual files. A progress sheet is also completed to show children's progression through the stepping stones. However, this is only updated each term meaning that gaps in learning are not promptly identified. Children's individual next steps are also not routinely identified or included in future planning. This hinders children's progress as activities are potentially pitched at the wrong level.

Staff use effective methods to maintain children's interest, sitting with them and extending their play through good questioning. They are skilled at including all children, showing sensitivity to individual needs. For example, making it clear to less confident children that there is no right or wrong way to complete a tracing activity. This effectively encourages children to have a go and to develop at their own pace. Positive relationships are built with the children as a result of staff's sensitivity to different learning styles. Children are also clear about what is expected of them as staff explain activities well. For example, when discussing the new activities on offer, children are reminded to share resources and that they need to wait their turn when an activity area is busy. Consequently, children play and learn together harmoniously.

Children's attitude to learning is good. They concentrate well as they listen to stories and take part in the 'feely bag' activity, selecting an item and working out which letter sound it begins with. Their self-help skills are developing rapidly as they independently go to the toilets and pour their own drinks at snack time. They have a developing awareness of their own needs and increasingly learn how to meet them. Children's language skills are advanced. They speak clearly and are confident singing along and acting out favourite songs like 'Peter rabbit has a fly upon his nose'. They interact well, taking turns in conversation as they share events from the weekend during circle time. Children enjoy linking sounds to letters and all of them know what letter their name begins with, with many of them able to make recognisable letter shapes. They are developing skills in early handwriting as they trace letter shapes in shaving foam and use pencils, paints and chalks to mark-make with increasing control. They are familiar with seeing their names and other words in print as the setting uses clear labelling in most areas. This helps children develop early reading skills.

Children understand and use numbers in everyday routines. Most count beyond 10 with confidence and are able to sequence numerals correctly. They use mathematical language such as 'more' and 'less' as they play with 'Compare bears' and match different groups of bears together. Shape and colour recognition are also effectively promoted. Children enthusiastically run around the outside area racing to square tables or brown benches as the staff promote their understanding through play. Consequently, children develop mathematical skills in a fun and engaging manner.

Children have plentiful opportunities to investigate objects and find out about their surroundings. They enjoy using their senses as they play with sand and water. They explore the natural world as they take part in themed work on the seasons, growing and different festivals. They discover how things grow as they plant beans and grow sunflowers. They experience wonder as they watch caterpillars come out of cocoons and fly away as butterflies. Staff also organise visits from people in the community. For example, as children learn about how they grow, they are visited by a mother with her newborn baby. This helps them to expand their understanding in an interactive way. Fine manipulative skills are also well developed. Children use one-handed tools competently and show increasing control as they use chalks and crayons to mark-make. Their creativity is valued as they are free to use their imagination. They enjoy some innovative activities such as using popcorn to represent blossoms on a tree. Their creativity is also promoted through music. Children listen to classical music during a theme on Bonfire Night. They consider how the music sounds like fireworks, and jump around like rockets or spin about like Catherine wheels.

### **Helping children make a positive contribution**

The provision is good.

All children are treated with equal concern as the setting works well with parents to ensure children's needs are met. Individual records are sufficiently detailed to maintain the welfare of all children. For example, detailing any allergies or special requirements. The resources at the setting also positively reflect individuality. Children are encouraged to talk about their own home life as they take home 'travel bear' and complete a diary for him. This helps children feel accepted. There is also a good range of resources and activities which reflect different cultures, disabilities and ethnicities. The setting provides some good opportunities for children to develop their understanding of the wider world such as celebrating a range of festivals. For instance, during Diwali children learn about this celebration and complete rangoli patterns outside with chalks. This encourages children to respect the wider world and develop a positive attitude towards diversity.

Children have good opportunities to develop their social skills as they are encouraged to play together nicely and show concern for each other. For example, staff successfully use a puppet to prompt children to consider how it feels when people are not kind and friendly. This encourages them to think about their behaviour and how it makes others feel. As a result, children are respectful and show consideration for other's feelings. Staff are skilled in managing behaviour in a way that promotes children's self-esteem. They use praise and encouragement to good effect, with children showing pride as they earn stars and certificates for good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Children receive consistency of care as the setting has effective systems for communicating regularly with parents. Parents have the opportunity to chat on a daily basis at arrival and collection times. This ensures that any changes or concerns relating to the children can be quickly responded to. Newsletters are also provided. This actively encourages parents to be involved in their children's care. Children benefit from the strong partnership with parents as information is regularly shared to safeguard them from harm. Staff are approachable and supportive. A clear complaints policy is prominently displayed on the noticeboard encouraging parents to air any concerns. Consequently, parents feel able to communicate any worries openly. This ensures that children's welfare is protected as any issues can be promptly and fully discussed.

The setting actively welcomes children with learning difficulties and/or disabilities. Children with learning difficulties and/or disabilities are catered for as staff are committed to assisting them in making progress. Staff work with parents and outside agencies to ensure that all children are encouraged to reach their full potential. In particular, they work in partnership with the school's special educational needs co-ordinator to ensure a smooth transition from the pre-school into the school setting.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive detailed information on the educational programme provided and staff take time to explain the Foundation Stage to them as their children enter this phase. A keyring which includes ideas to extend children's understanding at home is given to each child to take home and share with parents. This enables learning to be reinforced and promoted. Parents are also asked to contribute to staff's understanding of their child's abilities and are invited to come in and view their child's progress records at any time.

### **Organisation**

The organisation is satisfactory.

Procedures are in place for the appropriate recruitment and vetting of staff. These ensure that all members of staff looking after children are suitable to do so. All members of staff hold relevant qualifications and have completed an induction to ensure they are familiar with key policies and procedures. This safeguards children. Appraisals are carried out annually. However, the training needs of staff are not promptly identified and met. Consequently, staff are not updating and increasing their skills regularly. This leads to a deficit in knowledge in some key areas. Potentially, this compromises children's welfare.

The leadership and management of children in receipt of funding for early education is satisfactory. Staff are dedicated and keen as they are all included and valued. Children benefit as activities are delivered with enthusiasm. There is no evaluation of activities or teaching styles, however. This hinders future progress as the setting is not aware of its own strengths and weaknesses. The setting has strong links with the school and children are familiar with many of the school pupils and staff. This helps them make a smooth transition into the reception class when they are of school age. There is a clear commitment to continued improvement which is shared by all staff.

Ratios of staff to children are consistently maintained. As a result, children receive appropriate levels of supervision. All children's records and staff details are available for inspection. Details of any visitors to the setting are also clearly recorded. This protects children. The daily register is accurately maintained and includes times of arrival and departure. This enables children's movements between care settings to be monitored. Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the medication records so all relevant detail is included
- devise and implement an operational procedure for outings
- ensure that the training needs of staff are promptly identified and met.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the methods used to track and record children's progress. Clearly identify children's individual next steps and show how these are fed into future plans
- evaluate activities and teaching styles to identify strengths and weaknesses in practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)